



THE MISSOURI FRAMEWORK FOR SCHOOL-BASED MENTAL HEALTH

September 2025





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Missouri School-Based Mental Health Professionals Collaborative (2025, May). *The Missouri Framework for School-Based Mental Health*. Missouri Department of Elementary and Secondary Education: Office of College and Career Readiness. <https://dese.mo.gov/mental-health-resources>

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Overview

Safe and healthy school communities improve learning and promote student success. Student and staff **mental health**—or emotional, psychological, and social well-being (Centers for Disease Control and Prevention [CDC], 2024)—is central to safe and healthy school communities.

School-Based Mental Health (SBMH) is a comprehensive continuum of support facilitated in schools to promote the well-being of the school community and mitigate the impact of behavioral health challenges (Hoover et al., 2019). **SBMH systems** align best practices and streamline resources as school professionals collaborate with families and community partners to provide safe and healthy learning environments for students.

The **Missouri Framework for School-Based Mental Health** (SBMH Framework) organizes core features of a comprehensive continuum of supports that schools can use to plan, implement, and continuously improve this work. The SBMH Framework was developed by an interdisciplinary, interagency group: the *Missouri School-Based Mental Health Professionals Collaborative*. This collaborative includes leadership from the four state professional organizations representing school-employed mental health professionals in Missouri and the state agencies that support their work.

Their work was informed by national best practices established by the [National Center for School](#)

Missouri School-Based Mental Health Collaborative

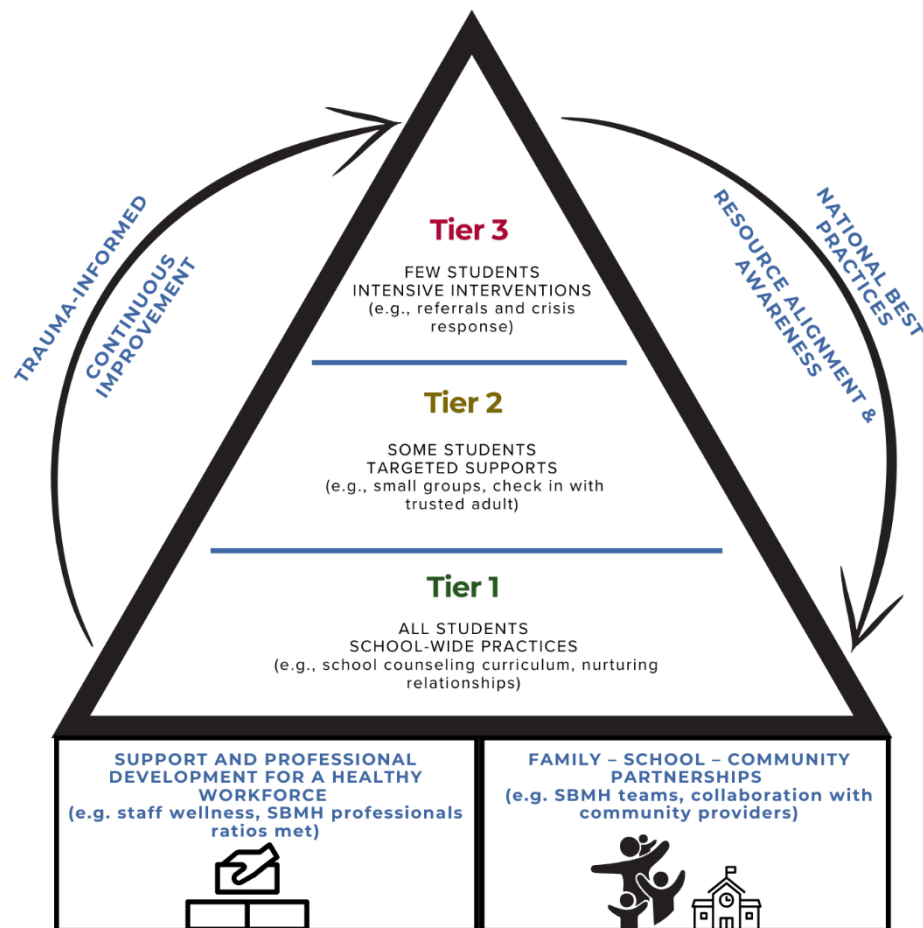
Missouri Association of School Nurses (MASN)
Missouri Association of School Psychologists (MASP)
Missouri School Counselor Association (MSCA)
School Social Workers Association of Missouri (SSWAM)
MO Department of Elementary and Secondary Education (DESE)
MO Department of Health and Senior Services (DHSS)

[Mental Health](#) (NCSMH) (see Appendix A for summary of quality guides on best practices); comprehensive models developed by other states (e.g., Wisconsin School Mental Health Framework: Wisconsin Department of Public Instruction, 2021); and the lived experiences of SBMH professionals across this state. The SBMH Framework reflects the unique discipline- and profession-specific models and standards of practice among the colleagues who contributed to its development (see Appendix B for a crosswalk among these state professional organizations).

The Missouri Framework for SBMH

The core features of the framework span three broader domains illustrated below: the **Foundation** of the framework is composed of people and partnerships, represented by the two rectangles at the base of the triangle; the **Multi-Tiered Systems of Support** includes practices and processes spanning a continuum of supports, depicted as the stacked triangle; and **Continuous Quality Improvement** is the broader context, visualized by the arrows around the triangle. This broader context also includes the primary purpose of the framework—Resource Alignment & Awareness—and signifies the vital importance of a Trauma-Informed Approach and National Best Practices in the conceptualization and implementation of the framework. See Appendix C (last page of this document) for a one-page overview including the following graphic and a description of the SBMH Framework.

Multi-Tiered Systems of Support



Foundation

People and professional collaborations are foundational to SBMH in school communities across Missouri. All schools distinctly improve well-being in their community, though each school community is unique and varies in size, geography, history, challenges, and resources. Trauma-informed approaches leverage local strengths and resources while connecting schools across the state in a common goal to support safe and healthy learning environments for all young people.

Support and Professional Development for a Healthy Workforce

A healthy workforce is a well-supported staff that includes every school employee in a school community, from teachers to custodians to school administrators. Caring for the health and well-being of school staff is fundamental to advancing wellness in our school communities. Appropriately qualified and/or credentialed SBMH professionals—school counselors, school nurses, school social workers, and school psychologists—lead SBMH systems via interdisciplinary problem-solving teams in local school communities. Effective teaming is foundational to effective SBMH systems in schools ([Quality Guide: Teaming](#); NCSMH, 2023¹).

Examples of best practices:

- Meet recommended staff-to-student ratios of SBMH professionals ([Inseparable: School Mental Health Report Card – March 2025, Missouri State Snapshot](#))
- Define the roles and functions of school professionals engaged in SBMH and working together on interdisciplinary SBMH teams ([Multi-Disciplinary School Mental Health Team Roles and Functions Worksheet](#))

In Practice

A school psychologist at a local intermediate school used office discipline referrals and implementation data to determine their staff needed refresher training on the effective teaching and learning practices described through [School-Wide Positive Behavioral Interventions and Supports](#). Noting the alignment between these practices and trauma-informed approaches, subsequent professional development for staff cross-walked common practices across initiatives and covered teaching and learning practices using trauma-informed language.

¹ See Appendix A for [School Mental Health Quality Guides \(NCSMH, 2023\)](#) referenced throughout document.

- Maximize use of SBMH professionals by aligning their roles and functions with state and national standards of practice (see Appendix B; Zabek et al., 2022)
- Invest in staff wellness initiatives ([*A Toolkit for School Systems to Advance Comprehensive School Employee Wellness; Missouri Healthy Schools ~ Employee Wellness; WORKplace WELLbeing; Quality Guide: Tier I*](#), NCSMH, 2023)
- Ongoing professional development for all staff to ensure competency and growth, including cross-disciplinary training opportunities for SBMH Professionals ([*DESE Regional Professional Development Centers*](#))

Resource Spotlight

[TeachWell](#) is a free wellness program for school professionals in Missouri. TeachWell was developed by the Missouri Department of Mental Health to support well-being among staff and school leaders.



Family – School – Community Partnerships

Effective Family-School-Community Partnerships are characterized by purposeful family engagement and working collaborations with external community resources. Schools engage families in SBMH through ongoing, two-way communication. Caring adults in our school communities—school employees, parents/caregivers, and community members—collaborate in support of SBMH through teaming ([Quality Guide: Teaming](#)). Teaming includes shared decision-making and distributed responsibilities among internal (e.g. SBMH teams) and external partners (e.g. Certified Community Behavioral Health Clinics) within school buildings and districts. SBMH teams aim to improve awareness of and access to a continuum of quality mental health supports.

Examples of best practices:

- Formalize partnerships with community agencies to clearly define roles and responsibilities (e.g., through a Memorandum of Understanding [MOU]; [MOU Template](#))
- Expand or repurpose existing teams to connect to broader school improvement efforts while reducing duplication ([School Mental Health Team Alignment Tool](#))
- Collaborate with parents/caregivers through new or existing school-based groups (e.g., PTA/PTO) to share updated information about available community-based crisis response resources ([988 Suicide & Crisis Lifeline Missouri; 988 Toolkit Materials](#))

Resource Spotlight	In Practice
ParentLink's WarmLine provides free, timely, professional, and friendly problem-solving support to parents, caregivers, and other adults in Missouri (weekdays 8:00 – 5:00).  ParentLink University of Missouri Contact us for free parenting support Call: 1-800-552-8522 Text: 1-585-326-4591 Email: parentlink@missouri.edu Website: parentlink.missouri.edu	A local district collected annual school climate and culture data from parents, staff, and students to monitor progress on this Missouri School Improvement Program (MSIP) 6 standard (e.g., DESE School Climate and Culture Survey – Parent). Data were reviewed at the district level and by building with results shared widely with family-school-community partners. The National Center on Safe and Supportive Learning Environments also offers a compendium of additional tools.

Multi-Tiered Systems of Support

Multi-tiered systems of support (MTSS) encompass the practices and processes within the SBMH Framework. All tiered models of support stem from a public health approach that prioritizes education and health promotion efforts for everyone with graduated levels of intensifying support, as well as the systematic use of data to determine if/when additional supports are needed. For example, a classroom teacher may deliver a lesson for their entire class, then check for understanding among students and determine some students need additional instruction; another follow-up may reveal just one or two students need more intensive supports to master the material.

Within the MTSS, data-based decision-making processes are used to monitor the extent to which evidence-informed supports are: 1) implemented as intended and 2) positively impacting student outcomes. The three sections below describe the varying scope and intensity of practices across levels within the MTSS, as well as the data-based decision-making processes used to match student need(s) with appropriate resources.

Screening & Referral Pathways

The MTSS is characterized by the systematic use of data to guide the delivery of supports across levels and then evaluate if supports are effective. **Screening** and **Referral Pathways** are essential to the data-based decision-making processes teams use to link students with the supports as indicated. Within the SBMH Framework, **Screening** is used within the MTSS to determine if/when students need additional support beyond the universal resources provided to all students ([Quality Guide: Screening](#); NCSMH, 2023). These data may also inform broader quality improvement activities across a school building or district, particularly when individual data are aggregated by classroom or grade level. Other types of data may be used to augment data-based decision-making processes and/or quality improvement processes (e.g., academics, attendance). Screening does not necessarily require schools to collect additional data. Many schools rely on existing data sources to identify students who may need additional support.

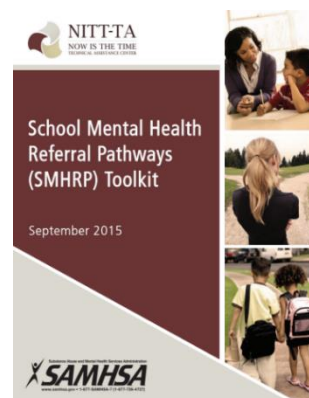
Referral Pathways may be rooted in screening efforts and describe how students in need of additional resources are connected to those resources. These pathways may extend to processes for connecting students with additional mental health services in the community. A variety of teaming structures may be involved in these processes.

Examples of best practices:

- Before screening, clarify the purpose of screening and how screening functions within MTSS ([Quality Guide: Screening](#))
- Strategically use Student Information Systems (SIS) to monitor regularly collected data (e.g., attendance) and create alerts for early identification of students and families who may be at risk for chronic absenteeism and/or time out of class ([Student Information Systems Issue Brief](#); [Attendance Works Resources](#))
- Assess current referral pathways—formal and informal—to identify and address gaps ([School Mental Health Referral Pathways](#); [Mental Health Referral Pathways](#))

Resource Spotlight

[School Mental Health Referral Pathways Toolkit \(SAMHSA\)](#)



In Practice

In one local district, a school counselor and their principal noticed teachers were frequently stopping them in the hallway between classes to share concerns about students. The school counselor created a simple online referral form for teachers, and the school counselor began regularly discussing these data with the principal and building-level SBMH team. Eventually they developed a version of the referral form students could use to ask for help. The SBMH team regularly reviewed these data to inform and improve their MTSS.

Universal Supports for All Students - Tier I

Universal Supports for All Students—also known as **Tier I**—is the base tier of support and includes school-wide practices that promote wellness and well-being among the entire student population. These supports focus on fostering healthy development and building students' competencies to cope with common stressors and circumstances: these supports promote mental health, a positive school climate, and positive youth development ([Quality Guide: Tier I](#); NCSMH, 2023). Missouri is uniquely equipped to provide high-quality Tier I supports through the [Missouri Comprehensive School Counseling Program](#).

Examples of best practices:

- Ensure recommended student-to-staff ratios for SBMH professionals to support classroom instruction ([School Counseling Curriculum](#); [Missouri CORE Skills: Social-Emotional Learning Framework](#); [Health and Family Education Academic Performance Standards](#))
- Foster mental health literacy among students, staff, and families using trauma-informed approaches ([Mental Health Awareness Model Curriculum](#); [DESE Trauma-Informed Schools Resources](#))
- Build nurturing relationships with students through activities such as greeting students by name and greeting students at the door
- Review the Eight Effective Learning Practices ([Missouri School-Wide Positive Behavior Supports](#); [Positive Behavior Support in the Classroom](#); [Self-Assessment of Classroom Management Practices](#))

Resource Spotlight	In Practice
Connect with Me cards and app strengthen connections and can help start meaningful conversations between adults and young people (resources available in Spanish). 	A middle school nurse follows the guiding principles of trauma-informed care in her health office by regularly asking students how they feel both physically and mentally, sometimes using a simple scale or feelings chart to help students assess and communicate about their own well-being. This routine check-in opens conversation with the students while reinforcing that mental health is health. The Trauma-Informed Health Office: Missouri Department of Health and Senior Services

Targeted Supports & Intensive Interventions - Tier II & Tier III

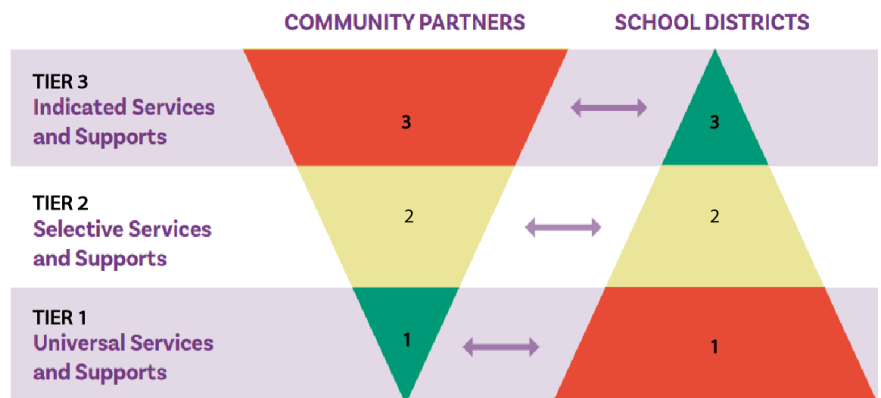
Some students might benefit from additional targeted supports that extend beyond the universal, school-wide practices intended to promote well-being among all students. A few students with the greatest needs may need intensive interventions ([Quality Guide: Tiers II & III](#); NCSMH, 2023).

Targeted Supports (Tier II) are interventions provided for some students who need more support to develop mental health competencies. Some examples of **Tier II Interventions** are small groups for skill-building, daily check-ins with a trusted adult at school, and other supports designed to complement the universal supports available to all students.

A few students with the greatest needs may receive more **Intensive Interventions (Tier III)** to support their healthy development and school success; these supports are typically individualized and more resource intensive.

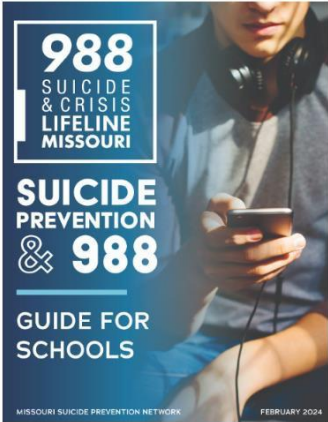
Tier III Interventions

include referrals to internal/external partners and crisis response. This figure illustrates how school communities might balance district investments with resources from community partners across these tiers, with greater input from external partners as needs intensify (Hoover et al., 2019).



Examples of best practices:

- Identify additional Targeted Supports (Tier II) and/or ensure supports are being implemented with fidelity ([Missouri School-Wide Positive Behavior Supports Tier 2 Workbook & Resources: Check-in, Check-Out, Social Skills Intervention Group, Self-Monitoring; Missouri Comprehensive School Counseling Program – Small Group Counseling Guide](#))
- Review available resources for school health professionals ([School Health | Health & Senior Services](#))
- Review resources on *Responsive Services* through the Missouri Comprehensive School Counseling Program to ensure alignment with MTSS ([Missouri Comprehensive School Counseling Program – Referral Process Guide](#))
- Provide parents and caregivers with additional resources to access community-based care, such as step-by-step guidance for getting treatment or navigating emergency hospitalization ([Child Mind Institute – Connect to Care; Complete Guide to Emergency Hospitalization](#))
- Use the [Missouri Resources Map](#) to identify crisis resources serving youth and adults by Missouri county
- Encourage school employees to reach out for consultation and problem-solving support ([MO SchoolLink](#))

Resource Spotlight	In Practice
This Suicide Prevention and 988 guide includes resources on prevention, intervention/crisis response, and postvention supports for schools. 	A school social worker explores community-based therapy referral options for a student needing additional interventions beyond what the school can provide. He later connects with his local Youth Behavioral Health Liaison for further assistance (Missouri Crisis Resources Map). Together with the student and caregivers, they link the youth to appropriate services, and the youth accesses treatment.

Continuous Quality Improvement

Schools are most successful when they embed SBMH efforts in the broader context of their continuous quality improvement. Evidence and experience suggest SBMH activities should align with district- and building-level improvement efforts to maximize available resources in support of the school community. SBMH should be linked to common school indicators like academics, attendance, behavior, and post-secondary readiness (e.g., via building- and district-level improvement plans through the [MSIP 6; Missouri Learning Standards](#)).

Needs Assessment & Resource Mapping

Needs Assessment and **Resource Mapping** are essential to developing and continuously improving SBMH ([Quality Guide: Needs Assessment & Resource Mapping](#); NCSMH, 2023). This work typically involves a team of internal and external partners—e.g., SBMH Professionals, school leaders, community agencies, parents/guardians—coming together to better understand the needs and assets of their school community.

For **Needs Assessment**, teams use new and/or existing information such as student data (e.g., attendance, academic performance), screening results, and community-level metrics to explore risk and protective factors within their school community (Youth.gov, 2024).

Resource Mapping complements the needs assessment process by identifying available resources in the school community and considering the quality, accessibility, and acceptability of those resources. Similar to the data-based decision-making processes within the MTSS, collecting and using data for improvement at this broader level is fluid and cyclical. Needs assessment and resource mapping can be revisited annually or as needed to inform ongoing school improvement.

In Practice

A district SBMH team mapped their local resources and organized resources using their MTSS, identifying Tier I, II, and III resources. The resource map is publicly available on the district's website. Community partners on the team regularly review the resource map to ensure accurate and timely information. The district regularly spotlights a variety of resources using available communication tools (social media, newsletters, etc.) to increase community awareness.

Examples of best practices:

- Explore available public data sources to learn more about population-level indicators of local community needs and assets ([*Missouri Map Room ~ Youth & Family*](#); [*Missouri Community Data Profiles*](#); [*Missouri Student Survey*](#); [*CDC Youth Risk Behavior Surveillance Survey \(YRBSS\)*](#); [*DESE Missouri's Comprehensive Data System*](#); [*CDC School Health Profiles Explorer*](#))
- Participate in a two-day [*Missouri Comprehensive School-Based Mental Health*](#) training for district- or building-level teams using the [*School Health Assessment and Performance Evaluation \(SHAPE\) System*](#) for strategic planning
- Work with family and community partners to create a local resource map or directory that can be shared publicly online ([*Resource Mapping in Schools and School Districts: A Resource Guide*](#))

Resource Spotlight

[Missouri Family Resources](#)



Impact

As part of this broader context of continuous quality improvement, schools systematically use data to document and report the **Impact**—or long-term effects or changes—of SBMH programs, policies, and/or practices ([Quality Guide: Impact](#); NCSMH, 2023). Schools can evaluate the impact of their work on a variety of outcomes: educational, health, school climate and safety, and cost (see figure; NCSMH, 2023).

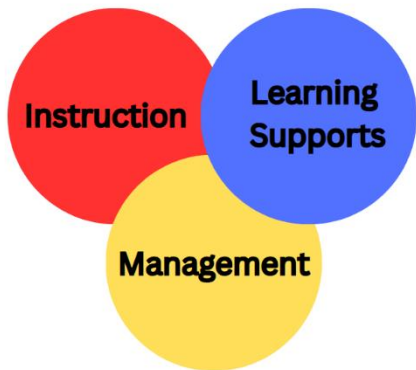
Impact data can be disaggregated to determine if/how outcomes differ based on student characteristics such as age or socioeconomic status. Findings can inform broader school improvement efforts that explore student performance across and within sub-groups in the school community. Collectively these data can help schools support students who may struggle with unique barriers to accessing mental health services.

What types of outcomes does school mental health impact?

- **Educational:** Improved grades, achievement testing, and/or teacher retention
- **Health:** Improved health and well-being of students and staff members, including social, emotional, and behavioral health
- **School Climate and Safety:** Improved relationships between staff and students, reduced school violence, and increased sense of student and staff safety
- **Cost:** Cost-savings related to reduced expenditures in staffing, services, and preventable outcomes like dropout and suspension

Examples of best practices:

- Ensure the SBMH team includes local expertise and leadership on using data to plan, implement, and evaluate school programs, practices, and policies as part of ongoing quality improvement (e.g., building and district leadership)
- Organize SBMH goals and efforts in accordance with current improvement plans at the local level, focusing on educational outcomes tied to district and state accountability and using widely-used school improvement processes ([Missouri School Improvement Program \(MSIP6\)](#); [Continuous Improvement in Education: A Toolkit for Schools and Districts](#); [DHSS School Wellness Inventory](#))
- Use existing resources designed to support schools in fully implementing, evaluating, and continuously improving a comprehensive school counseling program aligned with standardized student learning objectives ([Missouri School Counseling Program System Support](#))

Resource Spotlight	In Practice
Center for Mental Health in Schools & Student Learning Supports: National Initiative for Transforming Student and Learning Supports 	A district used the School Mental Health Team Alignment Tool to consolidate existing teams currently doing SBMH work. This interdisciplinary team had varying roles/functions and deep institutional knowledge of local SBMH efforts over the past decade. The team decided to initially evaluate the impact of SBMH on attendance in their district. Capitalizing on district-wide momentum to reduce chronic absenteeism, the team was able to leverage existing data infrastructure to access attendance data. The team used data collected by school counselors to assess their implementation of a comprehensive school counseling program (using the Missouri K-12 Comprehensive School Counseling Program Evaluation: MO-CSCPE) as a launching point.

Funding & Sustainability

Funding and **sustainability** are the final elements of the third broad systems-level domain within the SBMH Framework ([Quality Guide: Funding & Sustainability](#); NCSMH, 2023). Missouri schools must rely on a variety of strategies to maximize **funding** and other non-financial assets to successfully strengthen, improve, and sustain SBMH. Federal funding streams to support SBMH could include block grants, project grants, legislative earmarks, and Medicaid. State funding streams might be tax revenue, state budget, and state grants. Other funding streams could include local funding, school-level support, and private support. In addition to reliable funding, comprehensive school mental health systems must also focus on other components of **sustainability** to ensure that operational structures are sound, and that the system can respond to the changing needs of students, families, schools, and communities.

Examples of best practices:

- Create multiple and varied funding streams and resources to support a full continuum of services. (e.g. federal block and project grants, state funding, Medicaid reimbursement) ([*MO HealthNet: School District Administrative Claiming Manual - Department of Social Services, MO HealthNet: Provider Bulletin: Behavioral Health Services in a School Setting -Department of Social Services*](#))
- Establish and use a process to regularly monitor new funding opportunities from federal/national, state and local sources to support a sustainable SBMH system ([*Federal Funding Opportunities*](#))
- Use best practices to retain staff ([*DESE Teacher Recruitment and Retention Playbook*](#))
- Leverage funding by developing an MOU that documents agreed-upon services ([*MOU Template*](#))
- Complete a comprehensive financing plan ([*Self-Assessment and Planning Guide*](#))

In Practice

One LEA used grant funding to increase access to mental health services and are planning to sustain after grant funds end. That school reported: “We identified students in need of social work support from our data and MTSS meetings. Attendance and behavior metrics were used to identify those students. They provided 1:1 and small group to those students. In addition, they provided resource support for parents as needed. We saw improvement in attendance, which not surprisingly, positively impacted academics and behavior.”

Resource Spotlight

In 2018, Missouri expanded its school-based Medicaid program to allow school districts to bill Medicaid for behavioral health services provided to all Medicaid-enrolled students, not just those included in students’ Individualized Education Programs (IEPs). In addition, the state’s Medicaid agency, Missouri HealthNet Division (MHD) clarified it will reimburse for behavioral health services provided in a school setting by qualified, external (i.e., not district-employed) providers. By expanding school-based Medicaid, the state is able to offer school districts the ability to bring in more revenue for services delivered by district-employed providers. This policy clarification also results in an expansion of the workforce eligible for reimbursement for delivering services in schools and may be a model for further enhancing access to school-based behavioral health services.

Next Steps

This document describes the core features of the SBMH Framework, a comprehensive continuum of support schools can use to plan, implement, and continuously improve this work. The development and dissemination of the SBMH Framework is an important step in strengthening Missouri's statewide infrastructure to support local districts in building capacity for quality SBMH systems (Healthy Schools Campaign & Mental Health America, 2022; Kimball, Lofton, & Mehta, 2023). Partners can continue to support this work moving forward in a variety of ways (Hoover et al., 2019: see Tables 3 & 4).

Some potential next steps may include:

- Build consensus among varied stakeholders about the value of SBMH, particularly in promoting healthy development and supporting safe and healthy learning environments for students
- Share and discuss the one-page overview of SBMH in Missouri (Appendix C)
- Explore Quality Guides produced by the NCSMH to support use of best practices (see Appendix A)
- Visit DESE's website dedicated to [Mental Health Resources for School Staff and Students](#)
- Review the SBMH Framework with current SBMH teams, including members of Family-School-Community Partnerships
- Talk to school leaders, including local school board members, about what this work looks like in practice in local school communities
- Focus on one component of the SBMH Framework (e.g., Teaming) and discuss strengths and opportunities for growth
- Attend weekly office hours staffed by DESE (Thursdays @ noon, [click to join the meeting](#))
- Identify one resource in this document and explore further
- Look for your role/discipline within the SBMH Framework and consider implications for your work
- Engage with your state/national professional organization about SBMH and the SBMH Framework
- Seek out interdisciplinary training opportunities (e.g., state professional organizations)
- Attend a team training on comprehensive SBMH and assess strengths and opportunities for growth (e.g., using the [SHAPE System](#))
- Join/follow relevant listservs and stakeholder groups advancing this work

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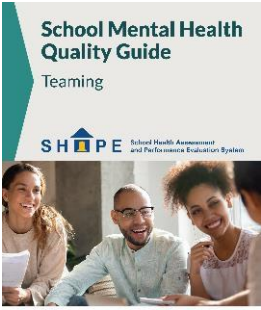
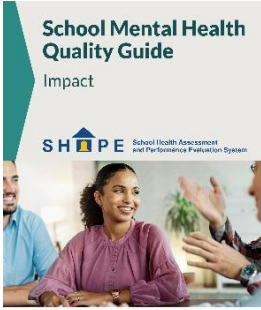
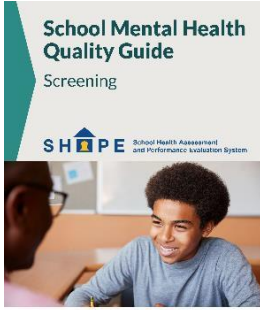
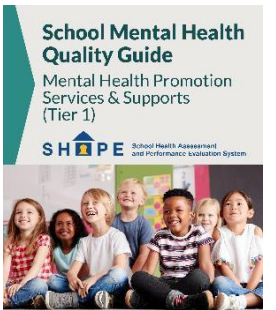
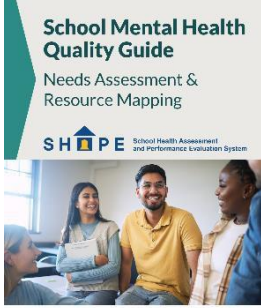
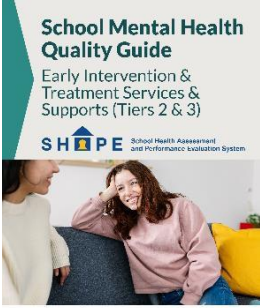
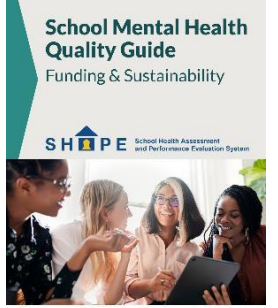
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Appendix A: Quality Guides

The Quality Guides referenced throughout the SBMH Framework are part of a collection of resources developed by the National Center for School Mental Health (NCSMH) at the University of Maryland School of Medicine. [School Mental Health Quality Assessment Domains and Indicators](#) briefly outlines each of the seven domains/indicators that correspond with the Quality Guide. The developers suggest: *the Quality Guides provide information to help school mental health systems advance the quality of their services and supports.*

[The links, images, and descriptions of the below are provided by the NCSMH for each guide and can be accessed here.](#)

Teaming	Impact	Screening	Tier I
 Teaming	 Impact	 Screening	 Mental Health Promotion Services
Needs Assessment & Resource Mapping	Tiers II & III		Funding & Sustainability
 Needs Assessment & Resource Mapping	 Early Intervention & Treatment Services & Supports		 Funding & Sustainability

Appendix B: Missouri School-Based Mental Health Professionals

	School Counselors	School Psychologists	School Social Workers	School Nurses
Who are they?	School counselors design and deliver a school counseling program that improves students' outcomes. (MSCA)	School psychologists support students' ability to learn and teachers' ability to teach (NASP).	School social workers are the link between the home, school, and community to promote and support students' academic and social success. (SSWAA)	School nurses protect and promote student health, facilitate optimal development, and advance academic success. (NASN)
Association	Missouri School Counselor Association	Missouri Association of School Psychologists	School Social Workers Association of Missouri	Missouri Association of School Nurses
Certification/ Licensure and Education	Certified through DESE : Minimum Master's Degree in School Counseling	Certified through DESE : Minimum Educational Specialist or PhD	Not required; may be licensed through the Committee for Social Workers : Learn more about recommended qualifications *	Licensed by the Board of Nursing : Learn more about recommended qualifications **
Recommended Ratio	1:250 (DESE: MSIP 6)	1:500 (NASP)	1:250 (SSWAA)	1: school building (NASN)
Practice Model	Missouri K-12 Comprehensive School Counseling Program	National Association School Psychology Practice Model	National School Social Work Practice Model	NASN School Nursing Practice Framework
National Board Certification	National Certified School Counselor	National Certified School Psychologist	National Certified School Social Worker	National Certified School Nurse

*School social workers are not certified in the state of Missouri. To be [called a social worker](#) one must have at minimum a bachelor's degree in social work; however, most school social workers in Missouri have a master's degree.

**No federal or state laws specify the academic preparation and training needed for school nurses in Missouri. In Missouri, [the title school nurse](#) may be used by registered nurses (RNs) licensed in the state of Missouri, as well as licensed practical nurses (LPNs) working under the direction of a RN or medical doctor.

School-Based Mental Health in Missouri

School-Based Mental Health (SBMH) is a comprehensive continuum of support facilitated in schools to promote the well-being of the school community and mitigate the impact of behavioral health challenges.

SBMH systems align best practices and streamline resources as school professionals collaborate with families and community partners to provide safe and healthy learning environments for students.

Multi-Tiered Systems of Support

